DOCUMENT RESUME

ED 199 555 CE 028 502

TITLE	A Manual for Training Supervisors in SYEP.
INSTITUTION	National Child Labor Committee, New York, N.Y.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C.
PUB DATE	Apr 80
CONTRACT	DOL-99-0-24?2-33-2
NOTE	21p.: Some pages will not reproduce well due to small, light print. For related documents see CE 028 501-504.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adults; Case Studies; Educational Needs; Employment Programs; Federal Programs; Instructional Design; Job Training; Lesson Plans; Needs Assessment; Program Design; *Program Development; Supervisors; *Supervisory Training; Teaching Methods; *Training; *Training Methods; Work Experience Programs; Youth; *Youth Employment; *Youth Programs
IDENTIFIERS	*Summer Youth Employment Program

ABSTRACT

This manual for training supervisors in the Summer Youth Employment Program (SYEP) contains a set of guidelines and suggestions organized into seven sections. Section 1 is a brief introduction. Section 2 describes determining training needs and contains a sample task statement. Section 3 covers designing the training program. It includes an outline for a supervisory training program. Preparing to teach is the subject of section 4, which includes a sample lesson plan, a chart on job instruction training, and an outline for a one-day workshop on training supervisors in SYEP. Ten training techniques (lecture, mini-lectures, discussion, buzz groups, demonstration, job instruction training, overhead questions and "laundry lists," case study, role play, and feedback) are described in section 5; case study examples and a role play section are provided. Training aids are discussed in section 6, while program evaluation is the subject of section 7, which includes sample questions for evaluating the training. (This manual is designed for use with the "Manual for Supervisors in SYEP," which, with a manual for youth in SYEP and a guide for establishing and evaluating SYEP worksites, is available through ERIC--see note.) (MN)

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A Manual for Training Supervisors in SYEP

ED199555

April 1980

U.S. Department of Labor
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This manual was prepared by the National Child Labor Committee under Contract No. 99-0-2412-33-2 with the Employment and Training Administration, U.S. Department of Labor. It is adapted from previous work of the National Child Labor Committee which was performed under a grant from The Rockefeller Foundation.

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CE 028 502

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A MANUAL FOR TRAINING SUPERVISORS IN SYEP

I. INTRODUCTION

This manual is designed to help you develop and conduct a program to train supervisors for your Summer Youth Employment Program.

It is a set of guides and suggestions rather than one best way to conduct a training program. Pass rapidly over material that is familiar to you, take what is useful for meeting your needs, and learn to change and adapt the material and training aids presented here to better meet your needs.

We assume that you have the "Manual for Supervisors in SYEP" and that you will distribute that manual or a similar one to the supervisors whom you train. Therefore, we will refer to and not repeat material in that manual.

II. DETERMINE TRAINING NEEDS

To design and conduct a supervisory training program, we must know what competencies supervisors possess upon entry to the program, what tasks we want them to perform upon completion of training, and the competencies required to perform these tasks.

The job of the supervisor described in the "Manual for Supervisors in SYEP" includes: orienting, assigning, directing, training, motivating, and counseling youth; keeping the youth informed; evaluating youth performance; serving as a role model; linking the unit's work with that of other units; planning and organizing the work to be performed; reporting on progress; certifying youths' time and attendance records; and solving work problems.

Begin your planning by developing a set of task statements which describe the jobs to be performed. A task statement is a generalized description of the set of related activities performed by a supervisor to achieve a specific objective. The following is an example of the task statement for the task: "Reviewing a SYEP Participant's Time Sheet".

> Examines each entry on the Participant's time sheet for accuracy, giving particular attention to the time recorded and identification data, making certain that each relevant item has been completed. If inspection indicates that the time sheet has been completed properly, forwards it according to instructions provided by the prime sponsor or program agents to insure that the youth will be paid the proper amount on time. If the time sheet is inaccurate or incomplete, informs and instructs youth how to correct it, inspects it and follows through as with original submission.

Determination of tasks and the competencies required to perform each task are usually based on observation of workers' performance, data from workers' logs and interviews with workers. These approaches may not be feasible in the summer program. Use of secondary sources may be necessary. These include persons who have observed supervisors in past years; analysis of the supervisory requirements of planned projects; supervisory training literature such as "Manual for Supervisors in SYEP"; expectations of those who will be responsible for supervising the supervisors; and recorded problems, grievances, and other records from past years.

After the tasks to be performed are identified and task statements written, tasks should be categorized in terms of "important" or "less important". The competencies needed to

perform the tasks in each category should then be determined, starting with those tasks in the "important" category.

The competencies required for each task should be identified in terms of knowledge, skill, ability, judgment and will. These terms are defined as follows:

Knowledge - what the supervisor must know to perform the task.

Skill - the nature and degree of expertness the supervisor must possess, using information, equipment, tools, and other things to perform the task.

Ability - the nature of work relationships with people and the required proficiency in understanding, working with, and influencing people, particularly the youth supervised, to accomplish the task.

Judgment - the capability to solve problems, make decisions, and exercise appropriate discretion in meeting and dealing with new and unexpected situations.

Will - the acceptance of responsibility and the determination required to perform the task.

Knowledge, skill, and ability are relatively independent competencies and can be defined so that they do not overlap. Judgment and will enter, to some degree, in every competency needed to perform a task. These should be listed as competencies only if they are required to an unusual degree or if some special kind of judgment or will is required.

After the competencies required for performing the "important" tasks are determined, they should be grouped for training purposes to reduce redundancy. A number of supervisory tasks may require the same ability to give directions to several youth in a group, e.g., how to fill out a form or how to use a tool. Giving instructions in one of these requires the same ability as giving instructions in the other, thus training would cover several tasks.

The competencies required for the "important" tasks are the minimum competencies needed for adequate supervision. The gap between these and the competencies the supervisors have must be closed by training.

If time and other resources are available for more training, you should go through the same process for the "less important" tasks.

A certain training need is knowledge and understanding of the worksite agreement. This spells out the project's objectives and limits and provides the primary guidelines for the supervisor. It is important that each supervisor knows the terms of the agreement and his or her responsibility for carrying these out.

The following is an example of a task statement. The task described involves simplifying complex information, making an oral presentation, and responding to youths' questions. Each competency is categorized as "I" (important) or "L" (less important)in the same manner as the tasks. These categories relate to the importance in performing the task. Competencies acquired in performing this task would be transferable to other supervisory tasks, such as instructing SYEP enrollees in a particular skill.

TASK STATEMENT

Job: Supervisor SYEP

Task Title: Inform Youth of Attendance Rules and Procedures

Level: Important

Task Description: Informs youth of work time schedules, attendance rules, place to report, procedures for signing in, reporting latenesses and absences, and the importance of following procedures and possible consequences of not following procedures; answers questions; asks youth questions to test knowledge of rules and procedures, and refers them to section of youth manual dealing with the subject.

Objectives: To make certain that youth know and are aware of the importance of following attendance rules and procedures and to reinforce written instructions.

Required Competencies: Knowledge of attendance rules and procedures (I). Skill in reducing complex written material to a clear, simple, oral statement (L). Ability to communicate information and make rules and procedures understandable and acceptable to a group of young people in an oral presentation(I). Ability to answer questions in a manner to satisfy youth (I). Will to get youth to obey attendance rules and procedures (I).

Training Need: Knowledge of rules and procedures (I). Skill practice in translating written material to simple oral form (L). Ability practice in oral presentation and answering questions (I).

III. DESIGNING THE TRAINING PROGRAM

The estimate of the gap between competencies required and competencies possessed (i.e., training needs) provides a preliminary set of objectives for the training program. These objectives should be modified based upon the time and training resources available, what can be reasonably achieved with these resources, with this group of supervisors, and the importance of each of the competencies for the supervisory job.

The objectives of the training program are to encourage the supervisors to want, acquire, and use the crucial competencies.

A training design for supervisors should provide: 1) opportunities for individual participation; 2) practice in the use of acquired competencies; and 3) positive feedback on performance. The first two tend to reduce resistance to change and reinforce learning as well as provide individual activities and a change-of-pace essential to keep attention from wandering. All three provide information needed to keep the training on target.

After training needs are identified and the training content decided upon, the next step is to determine the proper sequence for presenting the various topics. Sequencing involves both linking topics to produce progressive, cumulative learning, and scheduling in order of importance to insure that essential topics will be covered.

The limited time available for training SYEP supervisors makes it essential that each program element includes more than one competency. It is helpful if training activities not only increase competencies but produce something of use to the supervisor on the job. For example, practice in planning and developing a checklist of information sources, provides a valuable guide for the supervisor to use on the job.

On the following page is an outline for a supervisory training program. The suggested course content and time allocations are provided for one day, two day, and three day courses. Suggested instructional approaches are included.

OUTLINE FOR A SUPERVISORY TRAINING PROGRAM

Content	Time Allotted and Suggested Training Techniques		
	1 Day Program	2 Day Program	3 Day Program
Introduction: objectives of SYEP: motivating to learn	25' - mostly lecture	45' - half lecture half discussion	Same as 2 day program
SYEP rules, regulations, structure, with emphasis on requirements of worksite agreements	20' - mostly lecture: prepare, distribute & refer to handout	45' - same as 1 day program: additional discussion	60' - same as 2 day program: greater detail, more discussion
Expectations and nature of youth, community, and work sponsor: what do these mean for the supervisor?	15' - laundry list, discuss list and present data	30' - same as 1 day program: more time for each element	Same as 2 day program
Job of SYEP supervisor: general description of specific tasks	75' - discuss list based on literature: lecture & discussion	Same as 1 day program	Same as 1 day program
Discussion of each task and its relation to the requirements of worksite agreements	XXXXXXXX	75' - lecture, discussion, group analysis, examples and cases	Same as 2 day program
Preparing to perform supervisory role: use elements in worksite agreements, including weekly work plan	45' - buzz groups: discussion of group reports: integration by instructor	90' - same as 1 day program: group develops a plan & schedule	180' - same as 2 day program: individual demonstration of selected elements
Job Instruction Training (JIT)	60' - lecture, demonstration by the instructor, & discussion	120' - same as 1 day program: each participant prepares JIT plan & demonstrates with neighbor: further discussion	180' - same as 2 day program: individuals demonstrate with instructor as youth: use several tasks
Case studies - general, related to typical supervisory situations involving two or more aspects of supervision: spontaneous role plays coming out of discussion of cases	90' - group discussion and analysis: instructor comment & tie up	120' - same as 1 day program: more discussion & more theory: reverse role technique	360' - same as 2 day program: structured role play, games & simulation
Wrap up, integration with manual, etc.	30' - lecture & discussion	Same as 1 day program	Same as 1 day program
Evaluation of each element for feedback & reinforcement	15' - chart & describe: 3-point evaluation: highly satisfactory, satisfactory, unsatisfactory	30' - same as 1 day program: discussion of each element	Same as 2 day program

IV. PREPARING TO TEACH

Plans are essential tools for preparing and conducting a training session; they force the trainer to think through how to achieve the sessions's objectives.

A well-designed lesson plan should:

- Have realistic objectives
- Have elements to motivate supervisors to acquire the desired competencies.
- Insure that each sub-division will be productive and supportive of the other sub-divisions
- Include opportunities for supervisors to try out new approaches and demonstrate and test their competencies
- Insure that supervisors leave the workshop with concrete, useful materials
- Include feedback to test supervisors for the competencies to perform the crucial tasks.

On the next page is an illustrative lesson plan, probably more complete than any of yours need be. Following the lesson plan is a sample of Job Instruction Training.

LESSON PLAN: "JOB INSTRUCTION TRAINING" (JIT) IN CHECKING YOUTHS' TIME SHEETS

1. Background: Most SYEP supervisors are newly-appointed with limited supervisory experience in supervising youth of the SYEP age group and background. They have no known competencies in the areas covered by this session.

2. Session Objectives: To insure that supervisors know how to fill out youths' time sheets and are able to use JIT to instruct youth by acquiring the following competencies:

   a. Knowledge

      1) purpose of time sheet, the importance of submitting error-free forms, the proper form to use, the meaning of each item on the form, and the appropriate response to each item;

      2) the elements of JIT and why each element is included.

   b. Skill

      1) to fill out a time sheet and check time sheets for errors;

      2) to break down the task into discrete activities, prepare a plan to instruct, get needed materials, and arrange for an appropriate place for instruction.

   c. Ability

      1) to convey importance of filling out form properly, instruct youth how to fill out form, and show youth where they were right or wrong in a manner to reinforce learning;

      2) to demonstrate and instruct using JIT.

   d. Judgment and Will No special requirements.

3. Content: Information for filling out a time sheet and instructional material on JIT. The most desirable procedure is to:

   a. teach the supervisors how to fill out the time sheet using JIT;

   b. have some of them demonstrate the use of JIT by instructing others how to fill out time sheet;

   c. discuss the technique and its application to other tasks.

4. Subdivisions and Training Approaches:

   a. Review importance of on-the-job training; lecture

   b. Explain JIT; lecture

   c. Value of each JIT element; discussion

   d. JIT using "filling out a time sheet" as the content; demonstration

   e. Supervisors audit each other's time sheets; participation and reinforcement

   f. Several supervisors demonstrate JIT; demonstration and practice

   g. Generalize JIT to instruct in other areas; discussion

   h. Supervisors prepare a plan for instructing in another area; participation and reinforcement

   i. Critique of plans and redesigns; participation, reinforcement, peer feedback

   j. Some supervisors demonstrate by using their plans; participation and practice

   k. Identify problem areas to tie up loose ends; discussion and reinforcement.

5. Training Aids: Sample time sheets and instructions for filling them out, and JIT forms completed for instruction in filling out a time sheet.

6. Sequence: Can follow order in "4" above.

7. Time: Using the full set of elements would require about four hours. If less time is available, eliminate "h" "i" "j". If less than one hour is available, it may be necessary to eliminate JIT entirely and simply discuss training approaches and use spontaneous role play for participation.

8. Evaluation: Check ability of supervisors to use JIT. Ask supervisors and their superiors some time after training about the degree to which JIT was used; check on degree of learning by youth.

JOB INSTRUCTION TRAINING (JIT): FILLING OUT WEEKLY TIME SHEET
(Note: use your own program's time sheet and adapt this material to it)

WHAT YOU DO	WHAT YOU SAY
1. Stand up in front of group and hold up pad of time sheets.	1. Before you get started on your first day's work, I want to show you how to fill out your daily time sheets. This is important because unless they are filled out correctly, you won't get paid! Some of you who were in past summer programs know what happens when these sheets are not done right. It's not hard to fill out if you learn the correct way. I'm goinn to show you how to fill it out one step at a time. If you have any questions while I'm doing this, go ahead and ask them.
2. Tear off one sheet for each youth and pass them out.	2. Here is a sheet for each one of you that you can use to practice on. If you need more, I have plenty here.
3. Hold up a pen.	3. Time sheets must be filled out in ink. Pencil is not allowed.
4. Point to box labeled "Weekly Time Report" and to box labeled "Part Time".	4. Where it says "Weekly Time Report" you will place an "X" in the box labeled "Part Time". Do it the same way each week.
5. Point to box labeled "I.D. No."	5. Where it says "I.D. No." write in the identification number you were given and which is printed on your identification card.
6. Point to "Name" box.	6. In the box labeled "Name", print your first name, middle initial, and last name. Do it the same way each week. Don't change it.
7. Point to box labeled "Title".	7. Print your job title in this space. Do it the same way each week. If your title changes, put in your new title.
8. Point to box labeled "Week beginning Monday".	8. Write in the correct date of the Monday beginning your work week in this box. Use numbers for the month, day and year: 7/10/80 is July (seventh month), tenth (day), 1980 (year). Do this every Monday.
9. Point to the section labeled "To Be Completed By Employee" and the various columns as they are discussed.	9. Each day when you come to work you will enter the exact time you arrive in the column labeled "Morning In". When you break for lunch, enter the time in the column labeled "Morning Out". When you return from lunch enter the time in the column labeled "Afternoon In". When you leave for the day enter the time in the column labeled "Afternoon Out", and put your initials in the box labeled "Initials of Employee". In no case are you permitted to sign in and out at the same time.
10. Point to column labeled "Remarks".	10. If you are late or absent print the reason why on the line of the day it happened. You will be given copies of the policy on lateness and absence.
11. Point to column labeled "To Be Completed By Supervisor".	11. I will put the daily total of your hours in this box. At the end of the week I will add them up and put the total in this box. You are not to do this. I will. Is that clear?
12. Point to boxes labeled "Employee's Signature" and "Date".	12. At the end of each week you will check the total number of hours and if we agree it is correct, you sign it where it says "Employee's Signature" and fill in the date, in numbers, when you sign.
13. Point to boxes labeled "Approved" and "Date".	13. I will sign and date your time sheet in these boxes. Make sure you see me do it.
14. Answer questions.	14. Are there any questions?
15. Give pens to those without.	15. Does everyone have a pen? If not, I can lend you one.
16. Observe youth .	16. Now, fill out the time sheet for this week.
17. XXXXXXXXXX	17. Exchange time sheets with your neighbor.
18. Expose flip chart with time sheet correctly filled out	18. Each time sheet should look like this. Put an "X" where you think there's an error.
19. Answer questions and resolve differences	19. Discuss the mistakes with your neighbor whose time sheet it is. If you disagree, tell me, and I will resolve it.
20. When all differences are resolved and questions answered.	20. I think we all know how to fill out time sheets now, and there should be no reason for not getting paid on time.

A spin-off from the lesson plan is the program outline to be given to the supervisors. This is useful for alleviating their uncertainty about the session and providing them with an aid to their memory. The following is an outline for a one-day supervisory workshop.

OUTLINE FOR A ONE-DAY WORKSHOP FOR
TRAINING SUPERVISORS IN SUMMER YOUTH EMPLOYMENT PROGRAMS

9:30 -10:30 am — Overview

a. Introduction and objectives; schedule for the day
b. SYEP - what, why, how - rules
c. Relationships among different sponsor levels
d. Worksite sponsor - characteristics and objectives
e. Worksite agreement - role and content
f. Youth - characteristics and objectives
g. Community - views, expectations, importance
h. Your opportunity as a supervisor

10:30 -10:45 am — Break

10:45 -12:30 — Job of the SYEP Supervisor — Role and role elements

Linking SYEP objectives and youth objectives

Implementing the worksite agreement: purpose, work activities, time and attendance records, monitoring, etc.

Supervising: planning, scheduling, assigning, motivating, communicating, disciplining, evaluating behavior and work performance, providing feedback, training and problem solving

Administering: keeping records, reporting, maintaining controls and criteria

Serving Youth: orienting youth, helping youth adjust to work, resolving conflicts, getting paid, counseling, providing support services, serving as a role model

12:30 -1:30 pm — Lunch

1:30 -2:15 pm — Preparing to Supervise: developing a checklist (what) and a work sheet (how)

2:15 -3:15 pm — Job Instruction Training

3:15 -3:30 — Break

3:30 -4:30 pm — Application: case studies and role play

4:30 -5:00 pm — Wrap-up: review of day and answering questions

V. TRAINING TECHNIQUES

There are many training methods and techniques. Each has advantages and disadvantages. It is important to be familiar with these so that you can choose the most efficient and effective means for achieving your objectives. Some variables are:

- the time avialable for training
- the number of trainees
- training resources available
- characteristics of group to be trained, including their competencies
- the organizations in which trainees will perform
- the nature and the level of the competencies to be acquired
- the degree of expected change in trainees' competence, i.e., training objectives
- how trainees will use their new competencies.

The following are brief descriptions of more common training techniques:

1. Lecture is an oral presentation of information. It is the most economical means for transmitting information. When the material is carefully organized and well presented, the lecture can lead to rapid learning. It has little value in effecting changes in attitudes or behavior. The passivity of the audience leads to a dropping off of attention if the lecture goes on too long. The effectiveness of a lecture can be increased by distributing the "Manual for Supervisors in SYEP" in advance and providing opportunities for group discussion and a question and answer period.

2. Mini-Lecture is a radically short form of the lecture (not to exceed 15 minutes) useful for introducing a subject or exercise; summarizing what took place in a case discussion exercise or simulation; presenting some special aspect or elaboration of a subject; and providing a breather in a set of exercises. It is necessary to use the mini-lecture extensively in a one-day supervisory program for new SYEP supervisors in order to get across all the material. A mini-lecture followed by a short question and answer period is a useful format.

3. Discussion is a form of conference in which the instructor acts as a conference leader and participants contribute and exchange information and ideas. The instructor may make a short (mini) lecture to start things off or to summarize what happened at the conclusion of the session. During the rest of the session the instructor plays a passive role or asks questions to stimulate discussion but does not usually provide answers. Discussion is a good technique for bringing out questions, fears, and differences. Participants are active in the learning process and discussion can lead to changes in attitude (will) and to increases in knowledge and abiiity. This method is less useful with large groups.

4. Buzz Groups are a variation of the discussion technique which attempts to overcome the problems presented by large numbers. Each individual is assigned to a sub-group of four to six people. Each sub-group is given the same problem, issue, or situation to discuss and to report its conclusions back in five to ten minutes. Groups organize themselves. This method is useful if it is desirable to get everyone involved. There is much less instructor input than in discussion.

5. Demonstration is a live illustration of the use of a skill or ability. Its effectiveness depends upon the ability of the instructor to get the trainees to mentally go through the sequence of activities being demonstrated. The challenge is to guide trainees step-by-step in the performance of the tasks. This technique can be highly satisfactory for introducing trainees to a new competency, to a new use of a competency they possess, and for improving an existing competency. Demonstrations are most effective where groups are small and trainees are given time to practice and demonstrate their competence.

6. Job Instruction Training (JIT) combines instructor lecture and demonstration with participant explanation and demonstration and instructor feedback.

7. Overhead Questions and "Laundry Lists" serve to determine trainee knowledge and views and to motivate their participation. The "overhead" question is directed at the entire group to provide the basis for discussion or to generate possible solutions to a problem. The "laundry list" is a variation of the "overhead" question where responses are in single words or short phrases which will be discussed in more detail. Trainees' responses are listed on a blackboard or flip chart so that they can be referred to during the discussion. The problem census, a catalogue of concerns drawn from the trainees, is one type of laundry list. Once the list has reached a reasonable size and few additional new ideas are expressed, the trainer asks the group which are the most important. Discussion focuses on the problem deemed most im-

portant, using overhead questions such as "Why is this important?" "What are the possible ways of dealing with it?" and "How can success be measured?"

8. Case Study presents participants with a reasonably complex problem, situation, or issue for analysis and solution. It is a method used for practice in a number of competencies and judgment and problem-solving skills. It provides practice in analysis and presenting a point of view. The case is usually a simplification of a real situation focusing on selected elements. Case studies are best when they relate to situations supervisors recognize as real. The following page contains three examples of case studies; the first example is given in some detail while the other two describe situations which may lend themselves to the case study technique.

9. Role Play is a training experience in which participants act out relationships and test their abilities in a problem situation. Role play types vary from ones using formal scripts which define the situations and the roles to be played, to spontaneous acts to test a proposed solution to a problem or to illustrate a point being made in a discussion. Role play is a valuable technique for helping supervisors increase their abilities in relations with other people. The technique is extremely useful for getting away from generalized talk and returning to concrete reality. Role plays should be kept short so that the entire case can be reviewed. They have little value if there is poor feedback. A useful variation is reverse role play where half the participants play role A and half role B. At an appropriate point the instructor asks the players to discuss what happened. After a brief discussion they reverse roles and compare impressions. On the following page is an illustration of a role play script.

10. Feedback provides participants with clues to help modify their behavior patterns. Other participants, trainers, and observers can all contribute to the person's learning. It is an important technique for reinforcing learning as well as identifying areas which require additional work. Here, as with supervision, positive reinforcement tends to be more effective than negative criticism.

CASE STUDY EXAMPLES

1. Mr. Brown, a bureau supervisor in the Tax Department, found his secretary, Miss Green, crying when he came in. After Miss Green calmed down, she said that she did not want to continue to work in the same office with 15-year old David Jones, a SYEP worker. Miss Green said that David kept brushing up against her and that he had just made an overt advance which she had repulsed. Brown at once called David into his office, berated him for his behavior and told him that the SYEP office would be notified to fire him. David denied the accusation vehemently and both became angrier and louder. Brown ordered David to leave the premises. David refused, saying that he had been assigned by SYEP and not by Brown. Brown finally called the security guard who escorted David from the building without further resistance.

   Questions for Instructor to Ask

   a. What alternatives did Brown have to informing David that he was fired and ordering him from the premises? Discuss each response.

   b. Did Brown have any alternative to calling in security after David refused to leave?

   c. What would you have done differently if you were Brown? Why? (List points on a chart)

2. At a worksite, a group of youths were seen sitting on the ground in a playground, talking and horsing around, while their supervisor was carefully painting a bench in the background.

3. A young woman assigned to a clean-up crew announced to her supervisor that she was going to be a legal secretary and she did not intend to pick up garbage.

ROLE PLAY SITUATION: "We Don't Want Them Here!"

A group of seven SYEP workers have been working for four weeks in a housing project. While the youth work at diverse jobs in different locations and with different regular employees, a crew chief, Mike Smith, a 21-year old college junior, has been assigned to the worksite for overall supervision. There have been a few complaints from staff about some youths' behavior and a few from youths about not being given any real work, but nothing very serious.

During the fifth week, there was a rash of petty thievery in the office and the maintenance crew's locker area. No evidence points to any particular culprit. However, several regular employees inform Mike that they don't trust the SYEP youths and won't work with them any longer.

Mike calls the youths together to discuss the matter with them.

Role Play: the instructor selects one person to serve as Mike with the rest of the participants serving as youth in the work crew.

After a few minutes, solicit comments and switch roles if desirable.

VI. TRAINING AIDS

It is desirable to prepare materials in advance to provide needed information. This permits more careful content selection and preparation. Prepared materials help you to time your presentation more accurately and keep up a sharper pace. Below are some suggested aids.

1. The "Manual for Supervisors in SYEP" should be used as a training aid and not as a training program. If distributed in advance and brought to the training session, reference can be made to specific sections during the session. The participants should be encouraged to add comments to the printed material to make it more useful.

2. The simplest training aid is a chart. A prepared chart takes the place of material the instructor might, under other circumstances, write on a blackboard. Its use tends to increase the discussion level and pace. It is not necessary to have charts prepared professionally. They are usually more effective when homemade, hand lettered, on newsprint. The following is an example of a prepared chart for use in a lecture on orienting youth.

SAMPLE CHART: Orientation Program Elements for Youth

1. Introduction to each other
2. Project objectives
3. SYEP objectives
4. Work rules
5. Work behavior expected
6. Work performance expected
7. Job and tasks
8. Job relationships
9. Role of supervisor
10. Youth opportunities
11. Job assignments

3. Case studies should be prepared in advance to fit the kinds of problems and situations that the supervisors can be expected to face. A case study need not be long or complex to stimulate learning and discussion. In a short supervisory training program it is best to keep cases short and simple and to use them to focus on improving skill to think through and plan appropriate action in "human relations" situations. Use real experiences for case studies as the source, simplifying them to focus on the learning you want to take place.

4. Use copies of actual forms, time sheets, and descriptions of the processes which will be used on the job. These make the best training aids for instructing in their use.

5. Blackboards and flip charts are used to prepare visuals during the course of training. The advantage of the flip chart (newsprint or other large paper tablet) is that the individual pages can be hung, using masking tape, around the room for later reference.

6. If other equipment is available, such as tape recorders and slide projectors, home-made training aids can be prepared. Tapes of case studies and a set of slides illustrating correctly and incorrectly completed forms for instruction and discussion can be prepared. Most commercial supervisory training films are not appropriate for SYEP supervisors. However, there are a few films which might be utilized. "Don't Just Sit There" is a film produced by the Manpower Education Institute which stresses the importance of good supervision. "Somewhere To Go" is a film produced by the Media Resource Center of the Employment and Training Administration which outlines key elements of successful programs, including the importance of supervision.

VII. EVALUATION

Evaluation provides information to change a training program or session in progress and to redesign a training program for the next group of trainees. The attitudes and performance of the trainees during the training session provide information about the need for change.

Unfortunately, change is not easy. The mini-lecture is a useful technique for stopping inappropriate discussion and to get going in the right direction. It is desirable to keep some material and exercises, e.g., cases and role plays, in reserve to facilitate rapid change.

Sources of information for redesigning a program include:

- the views, knowledge, etc. of the participants at the conclusion of the training
- their views, knowledge, etc., some time after they are on the job
- the opinions of observers of the performance and behavior exhibited by the trainees on the job.

On the following page are some questions which could be asked to gather this information.

SAMPLE QUESTIONS FOR EVALUATING THE TRAINING

A. Questions for Supervisors at End of Training Course

1. How much did you get from the training? (set up an eight point scale ranging from "nothing" to "very much".)

2. Did you feel free to participate and ask questions? (set up an eight point scale ranging from "no" to "very much".)

3. Circle the words that best describe how you experienced the training: stimulating, boring, practical, impractical, rewarding, a waste of time, other (specify)

4. What were the most helpful things for you in this training?

5. What were the least helpful things for you in this training?

6. What didn't you get from the training that you want?

B. Questions for Supervisors after Being on the Job

1. How useful was the training program in preparing you for the job? (set up an eight point scale ranging from "not at all" to "very much")

2. What turned out to be the most useful elements in the training?

3. What turned out to be the least useful elements in the training?

4. What should the training have included that it didn't?

5. Other recommendations for improving the training.

C. Questions for Observers of Supervisors On the Job

1. In what competencies were supervisors strong when they started? After they were on the job for a while?

2. In what competencies were supervisors weak when they started? After they were on the job for a while?

3. Give some specific incidents illustrating your answers to the above.

4. What training, do you think, would prepare them better to handle the job from the first day?